

A9 Evaluation Plan

Evaluation Plan – Frank R. Walkup Library John Muir High School

So you ordered these great materials based on sound assessment and standards. Did you make good choices? Choose two collection-centered measures and two user-center measures, and state why you chose them and how you would implement them. State what would you do with the findings; i.e., analysis and action?

Collection development is a circular process. All the needs assessment, planning, decision making and purchasing that takes place will have limited value if the final step in the process isn't completed. It is essential to evaluate that the results of the cycle are effective and that the steps taken meet the original needs assessments. To come full circle, the TL needs to use both qualitative and quantitative measures and to do both collection-centered and user-centered evaluation. Using these measures, an action plan can be created to correct any deficiencies and celebrate the successes.

- **Quantitative Collection Centered Evaluation Measures**

The staff of the Frank R. Walkup Library at John Muir High School has been keeping detailed statistics of collection holdings and changes over the last ten years using Follett Library Systems Titlewave tool. In conjunction with annual and ongoing inventories of the collection, Titlewave had been used to develop weeding plans and collection maps to evaluate whether the library's holding meet current national and state standards for book to student ratio and for percentages of holdings by subject. Currently the library has a low book to student ration and several subject areas important to meet the needs of the curriculum need further development. We will continue to use these tools to statistically evaluate the collection in the future and to identify what collection development adjustments need to be made.

- **Qualitative Collection Centered Evaluation Measures**

Qualitative measures are more difficult to evaluate but with the availability of some student reading programs, the effectiveness of the library's collection can be demonstrated through school wide results from programs such as Accelerated Reader. By comparing the library's collection with the reading and quiz lists available at other successful AR schools, we can evaluate the quality of our collection. We have already begun comparing our AR collection to other schools in the district and are identifying which books in the collection already address the AR need. I've also located several AR Reading Ladders prepared by Teacher Librarians that allow students to move up through reading levels as their skills increase and still find titles in subjects they are interested in. We are comparing our holdings to these lists as well. We will be able to create wish lists of titles to purchase from these comparisons.

- **Quantitative User-Centered Evaluation Measures**

The primary source of quantitative user-centered measures in any library is the circulation statistics. Most of these numbers are easy to collect using the library's circulation system but they do not tell the entire story. It is also important to focus on how many times requests are made for items that don't circulate or are not available. Recording in-house use of materials using the circulation system is easy. Keeping an ongoing list of unavailable requested items whether we own them or not can help generate lists of needed purchases and, alternately, help choose items that should be removed from the collection based on how often they are used. We keep a random statistics sheet on the circulation desk to tally requests and ask students regularly whether they are finding what they need.

- **Qualitative User-Centered Evaluation Measures**

This is an area of difficulty for this library. User surveys have not been successful in the past either online or in hardcopy. Our next strategy is to use works cited pages and bibliographies from student work to evaluate whether students are using library materials. During the Big 6 Research Process used on campus, the final step to any project is evaluation. We intend to add an additional question to those already on the Big 6 form that asks what materials they used and whether their information needs were met for the assignment. We should be able to accurately measure the quality of the materials used to meet their specific research need. We will also be able to adjust the needs assessment priorities based on what assignments the teachers and academics are giving.

Each of these four measurements and the strategies used to implement them will help adjust and adapt the collection development policies and the resulting acquisition lists to meet the identified curricular needs of the students here at Muir. Specific to the Spanish Fiction purchase, focusing on the user-centered measurements will allow us to evaluate the validity of the purchase. Completing the evaluation step of the collection development process will close the circle.